

SYLLABUS

1. Information about the study program

1.1 Institution	Technical University of Cluj-Napoca
1.2 Faculty	Faculty of Automation and Computer Science
1.3 Department	Automatica
1.4 Field of study	Automation, Applied Informatics and Intelligent Systems
1.5 Cycle of study	Bachelor of Science
1.6 Program of study/Specialization	Automation and Applied Informatics (English)
1.7 Form of education	Full-time

2. Information about the subject

2.1 Subject name	Educational Psychology	Subject code	200.00
2.2 Course responsible/lecturer	conf. dr. psih. Ionut-Dorin Stanciu ionut.stanciu@dppd.utcluj.ro		
2.3 Teachers in charge of seminars	conf. dr. psih. Ionut-Dorin Stanciu ionut.stanciu@dppd.utcluj.ro		
2.4 Year of study	1	2.5 Semester	1
2.6 Assessment	E		
2.7 Subject category	Formative category		
	Optionality		
	DC		
	DFac		

3. Estimated total time

3.1 Number of hours per week	4	of which	3.2 Course	2	3.3 Seminar	2	3.3 Laboratory	-	3.3 Project	-
3.4 Total hours in the curriculum	56	of which	3.5 Course	28	3.6 Seminar	28	3.6 Laboratory	-	3.6 Project	-
3.7 Individual study:										
(a) Textbooks, lecture material and notes, bibliography									36	
(b) Supplementary study in the library, online and in the field									13	
(c) Preparation for seminars/laboratory works, homework, reports, portfolios, essays									13	
(d) Tutoring									5	
(e) Exams and tests									2	
(f) Other activities									-	
3.8 Total hours of individual study (sum (3.7(a)...3.7(f)))									69	
3.9 Total hours per semester (3.4+3.8)									125	
3.10 Number of credit points									5	

4. Pre-requisites (where appropriate)

4.1 Curriculum	-
4.2 Competence	Baccalaureate level of instruction and basic computer literacy. Specific basic psychology knowledge corresponding to previous instruction years.

5. Requirements (where appropriate)

5.1 For the course	Auditorium or large lecture room. Audio-video installation for on-screen presentations (with room speakers). WiFi or cable Internet connectivity.
5.2 For the applications Seminar / Laboratory / Project	Auditorium or large lecture room. Audio-video installation for on-screen presentations (with room speakers). WiFi or cable Internet connectivity.

6. Specific competences

Professional competences	C1. Carrying out specific educational activities in the pre-university educational process. C2. Assessment of the learning processes, outcomes and progress achieved by pupils. C3. Managerial approach of the pupil group, of the educational process and of the target group's age-specific learning activities or social integration activities.
--------------------------	---

Cross competences	CT1. Implementation of the principles and norms of professional deontology, based on explicit value options, specific to the educational sciences professionals. CT2. Effective cooperation in interdisciplinary professional teams, specific to the development of educational science projects and programs. CT3. Use of effective lifelong learning methods and techniques for continued education and professional development.
-------------------	--

7. Expected learning results

Knowledge	Studentul (candidat la profesia didactica) -defines core concepts of educational psychology (learning, development, motivation, assessment, classroom climate) to ground instructional reasoning in primary/secondary school teaching and lesson justification. -distinguishes major learning perspectives (behaviorist, cognitive, social-cognitive, constructivist) and their implications when selecting approaches suited to pupils and content. -explains cognitive processes affecting learning (attention, memory, cognitive load, misconceptions) when designing explanations, practice, and materials for school pupils. -describes typical and atypical development (cognitive, socio-emotional, moral) across school-age learners when setting age-appropriate expectations and supports. -explains motivational constructs (goals, interest, self-efficacy, expectancy–value) and classroom influences when sustaining engagement and persistence in classwork and homework. -summarizes self-regulated learning and teacher supports (planning, monitoring, strategy use) when scaffolding study habits and autonomy in school pupils. -identifies common learning difficulties and risk indicators; basic classroom-level support principles in early recognition, differentiated support, and referral pathways. -explains formative vs summative assessment, feedback principles, and progress monitoring when using evidence to guide instruction and report achievement. -describes classroom management foundations (rules, routines, reinforcement, belonging, group dynamics) in preventing and responding to disruption while preserving trust. -explains diversity, stereotypes, intercultural and inclusive principles affecting learning participation for equitable instruction in culturally and socially diverse school cohorts.
Skills	Studentul (candidat la profesia didactica) -analyses classroom learning situations using educational-psychology concepts to explain performance/behavior during lesson reflection, mentoring, and case discussions in practicum. -selects instructional strategies aligned with pupils’ needs, goals, and developmental level in differentiated instruction in mixed-ability school classes. -designs lesson elements that support understanding and retention (examples, practice, spacing, worked examples) under curriculum constraints in lesson planning. -scaffolds pupils’ self-regulated learning (goal setting, planning, monitoring prompts, strategy instruction) when building study routines and independent learning habits. -designs homework/tasks with clear instructions, realistic workload, criteria, deadlines, and feedback plans in responsible coordination of school–home learning. -establishes rules, routines, and behavior supports consistent with learning principles in maintaining discipline and engagement during instruction. -provides specific, respectful, improvement-oriented feedback balancing critique and praise in written comments, conferences, and parent/guardian communication. -uses assessment evidence (tests, assignments, observation) to diagnose needs and adjust teaching when tracking progress and documenting achievement. -facilitates cooperative learning with structured roles and norms to improve peer interaction in groupwork management and social-climate support. -collaborates with school staff (teachers, counsellors, support staff, leadership) around pupil learning and wellbeing within school procedures and multidisciplinary coordination.

Responsibility and autonomy	Studentul (candidat la profesia didactica) -assumes responsibility for pupil safety and wellbeing within the teacher role and school procedures, including referral/mandatory reporting when required in daily supervision, school routines, excursions, and safeguarding protocols. -adheres to ethical and legal duties (fairness, confidentiality, non-discrimination, child protection) in assessment, discipline, sensitive disclosures, and record keeping. -reflects critically on personal biases and stereotypes and regulates their impact on expectations and interaction in equitable participation and an inclusive classroom climate. -justifies instructional and assessment decisions with evidence-based educational-psychology reasoning in accountability to mentors, parents/guardians, and school leadership. -self-monitors and improves teaching practice through feedback-seeking, reflective routines, and iterative adjustment during practicum and early-career development. -communicates responsibly with pupils, parents/guardians, and colleagues using clear, respectful, developmentally appropriate language in parent meetings, conflict situations, and coordinated interventions. -keeps up to date with research-informed practices and school regulations relevant to learning and assessment through ongoing professional development in primary/secondary education. -balances autonomy with collaboration by acting independently within assigned responsibilities while escalating cases beyond competence in referral decisions and teamwork with support services.
-----------------------------	---

8. Discipline objectives (resulting from the *key competencies gained*)

7.1 General objective	To provide the course graduate with a set of competencies, skills and level of knowledge about him/herself which allows the formation of a competitive advantage and to provide to course graduate with a better understanding of his/her current academic status and curriculum.
7.2 Specific objectives	O1. Development of specialized language and correct use of specific notions of Educational Psychology; O2. Formation of the ability to analyze the psychic processes involved in learning; O3. Development of the ability to identify specific ways of regulating and self-regulating the learning process; O4. Development of the ability to analyze different learning styles, the stages of effective learning, the internal and external factors that intervene in learning; O5. Formation of the ability to identify strategies for motivating students in learning and active involvement; O6. Development of the ability to interpret different theories regarding the role of expectations, rewards and punishments in the school environment; O7. Formation of the ability to identify and apply different methods and instruments for assessing the personality of students of different ages, as well as different ways of monitoring progress in learning.

9. Contents

8.1. Lecture (syllabus)	Number of hours	Teaching methods	Notes
Introduction in educational psychology. Core specific terminology and other discipline specific aspects; complexity of education and didactics; modern approaches in education.	2	Problem-solving, debating, role playing, inquiry learning, experiential learning	-
Developmental theories. Cognitive and social development – Piaget, Vygotsky.	2		
Developmental theories. Moral and ethical development – Erickson, Kohlberg.	2		
Learning theories. Behaviorism – classical conditioning	2		
Learning theories. Behaviorism – operant conditioning.	2		
Cognitive processes – Information Processing Model	2		
Cognitive processes – concept formation; memory (remembering and forgetting); transfer; thinking.	2		
Cognitive processes – problem solving; deductive and inductive reasoning.	2		
Cognitive processes – critical thinking; scientific reasoning.	2		

Cognitive processes – logical fallacies and cognitive biases.	2		
Emotion and affect. States, emotions, and feelings. Main theories of emotionality. Relevant academic emotions.	2		
Motivation. Main motivation theories. Behaviorist, cognitive, and socio-cognitive approaches.	2		
Motivation and self-regulation/determination. Goals, objectives, interests, desires, needs, expectancies, and aspirations.	2		
Human communication. Didactic implications. Assertiveness (vs. passive, aggressive, and passive-aggressive behaviors).	2		
Bibliography Allen, I. E., Seaman, J., & Garrett, R. (2007). Blending in. The extent and promise of blended education in the United States (pp. 35): Sloan Consortium. Ausubel, D. P., Novak, J. D., & Hanesian, H. (1978). <i>Educational psychology: A cognitive view</i>. New York: Holt, Rinehart and Winston. Banks, J. A., & Banks, C. A. M. (2004). <i>Handbook of research on multicultural education</i>. San Francisco, CA: Jossey-Bass. Bassham, G. (2010). <i>Critical thinking : A student's introduction</i>. New York: McGraw-Hill Higher Education. Bates, A. W. (1995). <i>Technology, open learning, and distance education</i>. London: Routledge. Beane, J. A. (1997). <i>Curriculum Integration: Designing the Core of Democratic Education</i>. New York: Teachers College Press. Blondin, C., Candelier, M., Edelenbos, P., Johnstone, R., Kubanek-German, A., & Taeschner, T. (1988). <i>Foreign languages in primary and pre-school education: A review of recent research within the European Union</i>. London: CILT. Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research methods in education</i>. London; New York: Routledge. Dallmann-Jones, A. S., & Group, B. R. (1994). <i>The Expert Educator: A Reference Manual of Teaching Strategies for Quality Education</i>: Three Blue Herons Publishing, Incorporated. Eloff, I., & Ebersöhn, L. (2004). <i>Keys to educational psychology</i>. Cape Town: UCT Press. Farenga, S. J., & Ness, D. (2005). <i>Encyclopedia of education and human development</i>. Armonk, N.Y.: M.E. Sharpe. Freeman, A., Christner, R. W., & Mennuti, R. B. (2005). <i>Cognitive-behavioral interventions in educational settings</i>. London: Routledge. Gall, M. D., Borg, W. R., & Gall, J. P. (1996). <i>Educational research: An introduction</i>: Longman Publishing. Hambleton, R. K., Merenda, P. F., & Spielberger, C. D. (2005). <i>Adapting Educational and Psychological Tests for Cross-cultural Assessment</i>: Taylor & Francis Group. Allen, I. E., Seaman, J., & Garrett, R. (2007). Blending in. The extent and promise of blended education in the United States (pp. 35): Sloan Consortium. Ausubel, D. P., Novak, J. D., & Hanesian, H. (1978). <i>Educational psychology: A cognitive view</i>. New York: Holt, Rinehart and Winston. Banks, J. A., & Banks, C. A. M. (2004). <i>Handbook of research on multicultural education</i>. San Francisco, CA: Jossey-Bass. Bassham, G. (2010). <i>Critical thinking : A student's introduction</i>. New York: McGraw-Hill Higher Education. Bates, A. W. (1995). <i>Technology, open learning, and distance education</i>. London: Routledge. Beane, J. A. (1997). <i>Curriculum Integration: Designing the Core of Democratic Education</i>. New York: Teachers College Press. Blondin, C., Candelier, M., Edelenbos, P., Johnstone, R., Kubanek-German, A., & Taeschner, T. (1988). <i>Foreign languages in primary and pre-school education: A review of recent research within the European Union</i>. London: CILT. Cohen, L., Manion, L., & Morrison, K. (2007). <i>Research methods in education</i>. London; New York: Routledge. Dallmann-Jones, A. S., & Group, B. R. (1994). <i>The Expert Educator: A Reference Manual of Teaching Strategies for Quality Education</i>: Three Blue Herons Publishing, Incorporated. Eloff, I., & Ebersöhn, L. (2004). <i>Keys to educational psychology</i>. Cape Town: UCT Press. Farenga, S. J., & Ness, D. (2005). <i>Encyclopedia of education and human development</i>. Armonk, N.Y.: M.E. Sharpe. Freeman, A., Christner, R. W., & Mennuti, R. B. (2005). <i>Cognitive-behavioral interventions in educational settings</i>. London: Routledge. Gall, M. D., Borg, W. R., & Gall, J. P. (1996). <i>Educational research: An introduction</i>: Longman Publishing. Hambleton, R. K., Merenda, P. F., & Spielberger, C. D. (2005). <i>Adapting Educational and Psychological Tests for Cross-cultural Assessment</i>: Taylor & Francis Group. Hunter, D. (2013). <i>A Practical Guide to Critical Thinking: Deciding What to Do and Believe</i>: Wiley.			

Knowles, M. S. (1950). *Informal adult education*. Chicago: Association Press.

Kohlberg, L., & Turiel, E. (1971). *Moral development and moral education*: Scott Foresman.

Kuhn, D. (2009). *Education for Thinking*: Harvard University Press.

Larson, J. E. (2009). *Educational psychology: Cognition and learning, individual differences and motivation*. New York: Nova Science Publishers.

Lau, J. Y. F. (2011). *An introduction to critical thinking and creativity: Think more, think better*. Hoboken, N.J.: Wiley.

Moore, B. N., & Parker, R. (2008). *Critical thinking*. New York; London: McGraw-Hill Higher Education ; McGraw-Hill [distributor].

Moreno, R. (2010). *Educational psychology*. Hoboken, N.J.: John Wiley & Sons.

Ormrod, J. E. (2006). *Educational Psychology: Developing Learners*. Merrill, N.J.: Upper Saddle River.

Piaget, J. (1970). *Science of education and the psychology of the child*. New York: Orion Press.

Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education : Theory, research, and applications* (2nd ed.). Upper Saddle River, N.J.: Merrill.

Power, F. C., Higgins, A., & Kohlberg, L. (1989). *Lawrence Kohlberg's Approach to Moral Education*. New York: Columbia University Press.

Preiss, D. D., & Sternberg, R. J. (2010). *Innovations in educational psychology: Perspectives on learning, teaching, and human development*. New York, NY: Springer Publishing Co.

Raths, J. D., & McAninch, A. R. (2003). *Teacher beliefs and classroom performance : the impact of teacher education*. Greenwich, Conn.: Information Age Pub.

Reynolds, W. M., & Miller, G. E. (2003). *Educational psychology*. New York;: Wiley.

Salkind, N. J., & Rasmussen, K. (2008). *Encyclopedia of educational psychology*. Thousand Oaks, Calif.: Sage Publications.

Santrock, J. W. (2011). *Educational psychology* (5 ed.). New York: McGraw-Hill.

Schreiber, J. B., & Asner-Self, K. (2011). *Educational research*. Hoboken, N.J.: Wiley.

Schunk, D. H. (2012). *Learning theories: An educational perspective*. Boston: Pearson.

Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2014). *Motivation in education : theory, research, and applications*. Boston: Pearson.

Schunk, D. H., Pintrich, P. R., Meece, J. L., & Pintrich, P. R. (2008). *Motivation in education : Theory, research, and applications* (3rd ed.). Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.

Schunk, D. H., & Zimmerman, B. J. (1994). *Self-regulation of learning and performance: Issues and educational applications*. Hillsdale, NJ: Erlbaum.

Schwartz-Kenney, B. M., & Gurung, R. A. R. (2012). *Evidence-based teaching for higher education*. Washington, DC: American Psychological Association.

Sinagatullin, I. M. (2003). *Constructing multicultural education in a diverse society*: Scarecrow Press.

Slavin, R. E. (2006). *Educational psychology: Theory and practice*. Boston: Pearson/Allyn & Bacon.

Stanciu, D. (2013). *Psihologia educației: Teme fundamentale*. Presa Universitară Clujeană.

Sternberg, R. J., & Williams, W. M. (2009). *Educational psychology*. Upper Saddle River, NJ: Merrill.

8.2. Seminar /Laboratory/Project	Number of hours	Teaching methods	Notes
Approaches, principles, and best practices in teaching.	2	Problem-solving, debating, role playing, inquiry learning, experiential learning	-
Psychological requirements of effective teaching.	2		
Academic self and related constructs (locus of control, self-efficacy, self-agency, self-regulation).	2		
The individual management of learning (initiation/engagement, maintaining, (self-)monitoring, adapting). Self-regulation of learning.	2		
Motivation and self-motivation. Self-guided and self-feedback in self-regulated learning.	2		
Assertive communication and proactive communication. The role and function of didactic communication.	2		
Evaluation and self-evaluation.	2		
-	-		
-	-		
-	-		

Bibliography
same as for course

10. Alignment of course contents with the expectations of the community, professional associations, and potential employers

The skills and knowledge acquired in this course allow:

- The use of evidence-based and argued thinking and decision-making in didactic contexts.
- Personal and professional optimisation with respect to personal and social functioning.
- Understanding the psychological principles and good practices that underpin the didactic profession.

This course observes and follows the ethical guidelines and the educational objectives upheld by the European Researchers in Learning and Instruction (EARLI), the Romanian College of Psychologists (COPSI), as well as other regulatory national and international bodies.

11. Evaluation

Activity type	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Course	Assessment criteria consider critical thinking, logic, soundness of reasoning and argumentation, problem-solving, adequacy, accuracy/precision, completeness, fluency, and relevance.	Written tests (e.g., quizzes, structured and/or unstructured critical analyses tests). Summative evaluation at the end of the semester.	50%
10.5 Seminar/ Laboratory/Project	Assessment criteria consider effectiveness of peer-collaboration, critical thinking, logic, soundness of reasoning and argumentation, problem-solving, adequacy, accuracy/precision, completeness, fluency, and relevance.	Individual and/or team/collaborative project portfolio consisting of structured and/or unstructured assignments.	50%
10.6 Minimum standard of performance			
The total weighed score exceeds the equivalent of 5/10 of the final grade.			
Each assessment exceeds 50% of the allotted grading.			

Date of filling in:		Title First Name Last Name	Signature
08.07.2026	Lecturer	conf. dr. psih. Ionut-Dorin Stanciu	-
	Teachers in charge of application	conf. dr. psih. Ionut-Dorin Stanciu	-

Date of approval in the department	Head of department
-	Prof. dr. ing. Honoriu Mugurel Valean
_____	_____
Date of approval in the faculty	Dean
-	Prof. dr. ing. Vlad Muresan
_____	_____